DOCUMENT RESUME

ED 127 325 SP 010 362

AUTHOR Math, Hannah; And Others
TITLE A Survey of Teacher Attitudes Towards Physical Education (Central Area).
INSTITUTION North York Board of Education, Willowdale (Ontario).
PUB DATE Jun 75
NOTE 16p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Physical Activities; *Physical Education; *Physical Education Facilities; *Questionnaires; Student Attitudes; *Surveys; *Teacher Attitudes
IDENTIFIERS *Ontario

ABSTRACT

This report summarizes and compares the results of a survey conducted on a pretest and posttest basis regarding teacher attitudes towards physical education. Ninety-six teachers, representing 14 schools, returned the questionnaire in the fall, and 75 of these same teachers returned the spring questionnaire. The following points summarize the main findings. (1) More teachers are making regular use of a wider variety of areas for physical education activities. (2) Over two-thirds of the respondents are satisfied with the facilities available to them. (3) More teachers are involved more frequently in personal physical activities outside the school. (4) Nearly all respondents (92%) conduct physical education activities either daily of 3 to 4 times a week. (5) More teachers are spending longer (20 or more minutes) on their physical education activities. (6) Four out of five of the teachers now enjoy their physical education activities. (7) Nearly all pupils (95%) reportedly enjoy physical education. (8) A majority of teachers in both fall and spring feel that time given to physical education activities is not done at the expense of other subject areas. (9) Eighty-seven percent of the respondents did not experience any major difficulty with their physical activities program. (10) Three-quarters have observed positive effects on attitudes and/or performance of pupils as a result of their physical education program. (MM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

NORTH YORK BOARD OF EDUCATION

RESEARCH REPORT

ED127325

A SURVEY OF TEACHER ATTITUDES TOWARDS PHYSICAL EDUCATION

(CENTRAL AREA)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE. NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Hannah Math
Lynne Brenner
Erica Wright

June, 1975

SP 010 362

CENTRAL AREA PHYSICAL EDUCATION QUESTIONNAIRE

JUNE, 1975

The following report summarizes and compares the results of fall and spring questionnaires regarding teacher attitudes towards physical education.

In the fall of 1974, elementary school teachers in Central Area schools were invited to participate in a two-part attitude survey initiated by the Chairman of the PEP Core Committee. Approximately one hundred teachers volunteered to participate in the project which involved responses to an initial October 1974 questionnaire and a follow-up questionnaire in May, 1975.

Ninety-six teachers, representing 14 schools, returned the fall questionnaire and 75 of the original ninety-six returned the spring questionnaire. A list of the participating schools is shown on the last page of this summary. Sixty-five of the teachers involved requested a copy of the results of the survey.

To facilitate comparisons, the results are reported in percentages throughout the report. Slight discrepancies in percentages are due to rounding and the fact that several questions allowed teachers to give more than one response.

SAMPLE

	Fall, 1974		Spring, 1975	
	No.	%	No.	%
Female	(64)	67	(46)	61
Male	(21)	22	(16)	21
Sex Not Specified	(11)	11	(13)	18
TOTAL	(96)	100	(75)	100

The distribution of female and male respondents remained about the same from fall to spring, although a significant percentage of the teachers (11% in the fall and 18% in the spring) did not indicate whether they were male or female.

QUESTION 1 - What grade or grades do you have this year?

	Fall 1974 %	Spring 1975 %
Junior Kindergarten	4	5
Kindergarten	4	3
Grade 1	8	9
Grade 2	7	4
Grade 3	5	4
Grade 4	6	7
Grade 5	6	5
Grade 6	7	8
Other	6	11
Multiple Grades	45	44
Base	(N= 96)	(N= 75)

The figures indicate that the distribution of teachers at different grade levels has not changed substantially from the fall to the spring. One exception is the 'other' category which accounted for 6% of respondents in the fall and 11% in the spring. These teachers indicated that they had responsibility for some type of special education classes.

It is interesting to note that almost half of the respondents teach classes of more than one grade level.

QUESTION 2 - How long have you been teaching?

	Fall 1974 %	Spring 1975 %
1 year or less	5	4
2 years to 5 years	35	31
6 years to 10 years	35	45
over 10 years	24	20
Base	(N= 96)	(N = 75)

The majority of respondents to both fall and spring questionnaires have from 2 to 10 years teaching experience. The shift in percentages from fall to spring can be explained in terms of the decrease in the number of respondents and the fact that teachers had an additional year of teaching at the time of the May questionnaire.

QUESTION 3 - Which of the following physical education experiences have you had?

	Fall 1974 %	Spring 1975 %
Summer School courses in physical education	18	17
University courses in physical education	19	15
Camping or recreational experience	55	47
Other	16	21
None of the above	22	24
Base	(N= 96)	(N= 75)

A majority of respondents to both the fall (78%) and spring (76%) questionnaires indicated that they had taken physical education courses or been involved in various recreational activities. Approximately 30% of these teachers reported having had more than one of the experiences listed in the above table.

The following is a list of the kinds of "OTHER" experiences that teachers reported and the number of times each was mentioned.

	Fall, 1974 N	Spring, 1975 N
Armed Forces courses - participant or instructor	2	2
Teachers Training College courses	4	1
Parks and Recreation courses or work experience	1	-
Board P.D. courses	1	7
Participation in specific sports	1	-
Coaching or refereeing	2	3
"Y" volunteer/counsellor	1	1
Phys. Ed. resource teacher, sports co-ordinator	1	1
Physical Education course	1	3
Leadership Training Camp	1	-

QUESTION 4 - To which grade or grades do you teach physical education?

	Fall 1974 %	Spring 1975 %
Junior Kindergarten	3	5
Kindergarten	4	4
Grade 1	7	8
Grade 2	5	4
Grade 3	4	3
Grade 4	6	5
Grade 5	5	5
Grade 6	7	7
None of the above	7	8
Multiple grades	50	51
Base	(N= 96)	(N= 75)

The distribution of teachers providing physical education at the different grade levels remained fairly constant from the fall to the spring.

It is interesting to note that around 50% of the respondents at the beginning and end of the school year taught physical education to combined grades. A smaller percentage of respondents (see p. 1) actually have multiple-grade classes, indicating that some teachers conduct physical education activities with students from classes other than their own.

QUESTION 5 - Which of the following areas are available to you, on a daily basis, for physical education activities?

	Fall 1974		Spring 1975	
	Available	Used	Available	Used
	%	%	%	%
Gym	76	60	79	69
Out of doors	89	51	84	63
Classroom	83	42	80	53
Mini-gym	42	23	45	31
Hallways	55	11	67	2[illegible]
Base	(N= 96)		(N = 75)	

The distribution shows that there was little change over the year in the facilities teachers found available to them on a daily basis. One exception was that 8% more teachers had hallways available for physical education activities in the spring of 1975.

The most significant change over the year has not been so much in the availability of facilities but in their use. All five of the listed areas were being regularly used by a higher percentage of the teachers in the spring than was the case in the fall.

QUESTION 6 - How do you feel about the facilities now available to you for your physical education activities?

	Fall 1974	Spring 1975
	%	%
Very satsifactory	35	48
Quite satisfactory	26	21
All right/not bad	28	28
Quite unsatisfactory	6	3
Not at all satisfactory	1	0
No response	2	0
Base	(N =96)	(N= 75)

The data shows that there seems to be improved satisfaction over the course of the 1974-75 school year about the facilities available to teachers for physical education. For instance, 69% in the spring versus 61% in the fall rated the facilities either very satisfactory or quite satisfactory. The same percent in both cases (28%) did not feel strongly one way or another and evaluated the facilities simply "all right/ not bad". None of the spring respondents rated the facilities as unsatisfactory.

QUESTION 7 - How often do you personally become involved in physical activities outside of the school?

	Fall 1974	Spring 1975
	%	%
Daily	13	16
Several times a week	25	27
Several times a month	25	31
About once a month	5	5
Less than once a month	13	9
Almost never	17	12
No response	3	-
Base	(N=96)	(N=75)

The figures indicate a general increase over the year in the number of teachers involved in regular physical activities. A smaller proportion of teachers in the spring participated infrequently (ie., less than once a month or almost never) and a greater percentage were involved personally on a more regular and frequent basis; that is, several times a month, several times a week and even daily.

QUESTION 8 - To what extent do you think the following subjects are essential for the total education of your pupils?

The subject areas are listed below in the order that they appeared on the questionnaire. The percentage of teachers who rated physical education as very essential or quite essential is shown for both fall and spring. The bracketed number to the right indicates the rank order of physical education in terms of the other subjects rated.

	Fall, 1974 %	Spring, 1975 %
Music		
Art		
Mathematics		
Science		
Reading		
Physical Education	90 (4)	86 (3)
Language		
Drama		
Social and Environmental Studies		
Outdoor Education		
French		
Health		

90% of the fall respondents and 86% of the spring respondents rated Physical Education as very or quite essential. Compared with the other subjects listed, physical education ranked 4th in the fall and 3rd in the spring in terms of the percentages of teachers who consider it essential to the total education of their students.

QUESTION 9 - Please indicate the frequency of your physical education activities with pupils.

	1973	Fall 1974	Spring 1975
	%	%	%
Daily	26	52	53
3 or 4 times a week	25	38	39
Once or twice a week	39	3	3
Less than once a week	2	3	3
No response	8	4	3
Base	(N=96)	(N=96)	(N=75)

The percentage of respondents who indicated that they conduct daily or almost daily (3 to 4 times a week) physical education activities with their pupils changed from 51% for the school year 1973-74 to 90% in the fall of this school year. By the spring, 92% of the responses fell into these two categories. This reflects a significant increase in the emphasis that teachers are giving to daily physical education activities.

QUESTION 10 - Please indicate the approximate length of your physical education periods.

	1973 %	Fall 1974 %	Spring 1975 %
Between 5 and 10 minutes	1	1	-
Between 10 and 20 minutes	10	14	5
Between 20 and 30 minutes	59	66	68
Longer than 30 minutes	19	14	21
No response	10	6	5
Base	(N=96)	(N=96)	(N=75)

Fewer respondents in the spring reported that their physical education periods were less than 20 minutes. In fact, since 1973 progressively more teachers indicated that the length of their physical education periods was between 20 and 30 minutes or longer.

QUESTION 11 - Please indicate your enjoyment of physical education activities with pupils.

	1973 %	Fall 1974 %	Spring 1975 %
Very much	42	44	41
Quite a bit	25	41	41
All right/not bad	19	10	13
Not too much	6	1	-
Not at all	-	-	-
No response	8	4	4
Base	(N=96)	(N=96)	(N=75)

At all three points in time (1973, fall 1974 and spring 1975) well over one-half of all respondents rated their physical education activities with pupils as very enjoyable or quite enjoyable.

There was an increase from 1973 to the fall of 1974 in the percentage of teachers who said that they enjoyed physical education activities and this increase was pretty well maintained over the course of the school year.

QUESTION 12 - Approximately how many of your pupils enjoy physical education activities?

	1973 %	Fall 1974 %	Spring 1975 %
All of them	22	30	27
Most of them	63	65	68
About half of them	5	1	3
Few of them	-	-	-
None of them	-	-	-
No response	10	4	3
Base	(N= 96)	(N=96)	(N= 75)

Most of the teachers (in 1973, the fall of 1974 and the spring of 1975) felt that all or most of their pupils enjoyed physical education activities. The percentage of teachers indicating that most or all of their pupils enjoyed physical education activities increased from 1973 to the fall of 1974 by 10% and remained high (95%) from the fall of 1974 to the spring of 1975.

QUESTION 13 - Please indicate your feelings about the importance of a daily physical activity program for your pupils.

	1973 %	Fall 1974 %	Spring 1975 %
Very important	47	59	60
Quite important	29	34	37
Not too important	9	4	1
Not at all important	3	-	-
No response	11	1	1
Base	(N= 96)	(N= 96)	(N= 75)

Over three-quarters of the respondents (in 1973, the fall of 1974 and the spring of 1975) rated daily physical activity programs as very important or quite important. Moreover, there was a steady increase between the three points in time in the percentage of teachers who consider physical education activities as important for their pupils.

QUESTION 14 - Do you feel that increasing the time given to physical education activities is done at the expense of other subject areas?

	Fall 1974 %	Spring 1975 %
Yes	29	36
No	66	57
No response	5	7
Base	(N=96)	(N=75)

At the beginning of the school year, 66% of the respondents felt that increasing the time given to physical education activities does not negatively affect other subject areas. However, at the end of the year (spring 1975) a smaller percentage of teachers (57%) maintained this feeling.

QUESTION 15 - Have you experienced any major difficulty with your physical education program this year?

	Spring 1975 %
Yes	9
No	87
No response	4
Base	(N = 75)

Eighty-seven percent of the respondents indicated that they had not experienced any major difficulty with their physical education program. The 9% who said that they had experienced some major difficulty provided the following explanations.

- not having additional help during physical education activities
- difficulty of teaching sequential activities
- lack of program designed to follow the students' progress throughout the year
- lack of follow-up to discussion on the use of the mini-gym
- need more ideas for activities.

QUESTION 16 - Have you observed any positive effects as a result of your physical education program this year?

	Spring 1975 %
Yes	77
No	12
No response	11
Base	(N = 75)

Over three-quarters of the teachers (77%) observed positive effects as a result of their physical education program. All 53 of these respondents described one or more of the observed effects. The comments and the number of times they were made are listed below under six general categories.

Improvement in learning capacity and skills - 39

- the children are more relaxed, alert and responsive (18)
- the pupils' basic learning skills have improved (9)
- students are more creative and enthusiastic in their physical expression (4)
- children are channelling their excessive and creative energy more constructively (3)
- students have learned to think independently as a result of physical education skills (2)
- students have an outlet for tension in physical activity and are more open to learn (2)
- the program had developed athletic skill in students.(1)

Improvement in body-awareness - 21

- students increased their understanding of body parts and improved their coordination (18)
- children are more aware of their capabilities, limitations, feelings.(3)

Improvement in self-confidence - 13

- the children are more self-confident and eager - improved self-image (9)
- poor students experienced success in the gym and this bolstered their confidence. (4)

Improvement in social skills - 12

- improved pupils' sense of sportsmanship and team spirit (5)
- children developed good social skills (4)
- regular physical activity instilled in the children a sense of cooperation (2)
- children learned to work without interfering with one another. (1)

Improvement in attitude - 6

- student interest in becoming more fit has increased (3)
- student attitude improved as a result of the program (2)
- children are more willing to participate in physical activities. (1)
- children have learned to like a daily physical education program (1)
- children now take pride in their physical accomplishments. (1)

Improvement in competetive spirit - 2

- students developed a more competetive spirit as a result of daily physical activity. (2)

SUMMARY

This survey was conducted on a pre-test post-test basis, with 95 teachers participating in the fall and 75 of these same teachers participating in the spring. The following points summarize the main findings:

more teachers are making regular use of a wider variety of areas for physical education activities.

- over two-thirds of the respondents are satisfied with the facilities available to them.
- more teachers are involved more frequently in personal physical activities outside the school.
- nearly all respondents (92%) conduct physical education activities either daily or 3 to 4 times a week.
- more teachers are spending longer (20 or more minutes) on their physical education activities.

- four out of five of the teachers now enjoy their physical education activities (an increase over 1973 when 67 % enjoyed them).

- nearly all pupils (95%) reportedly enjoy physical education.

- nearly all respondents (97%) feel that a daily physical activities program is important.

- a majority of teachers in both fall and spring feel that time given to physical activities is not done at the expense of other subject areas.

- 87% of the respondents did not experience any major difficulty with their physical activities program.

- three-quarters have observed positive effects on attitudes and/or performance of pupils, as a result of their physical education program.

PARTICIPATING SCHOOLS

Anthony
Armour Heights
Bannockburn
Burnett
Cameron
Cartwright
Cedar Grove
Churchill
Danesbury
Dublin
Faywood
Glen Park
Joyce Parkway
Wilmington